**EYFS Long Term Plan 2021 -2022**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| School topic | Our World | Powerful People | Moving and Energy | Changes | Living and Growing | Getting About |
| Theme | All about me | Celebrations | Ticket to ride | Amazing animals | Come outside | Fun at the seaside |
| Text | Funnybones  Super Duper You!  The Growing Story | All about Diwali  Rama and Sita  The Nativity  The Jolly Christmas Postman | The Snail and the Whale  The Way back Home The Naughty Bus  Mr. Gumpy’s Outing The Train Ride  Bob, The Man on the Moon  Beegu Oi!  Get off my train! | The Emperors Egg The Very Hungry Caterpillar  Aghh Spider!  Tiger who came to tea  Diary of a wombat Elephant and the Bad Baby Pig in the Pond | The Tiny Seed  Oliver’s Vegetables Jack and the Beanstalk  One Plastic Bag Jasper’s Beanstalk Tree, Seasons come and seasons go  A stroll through the seasons | Lighthouse Keeper’s Lunch  Under the Sea  Non – Fiction P is for Passport  The Journey  Zoom  Passport to Paris  World Atlases  Tiddler |
| Enrichment |  |  |  |  |  |  |
| Communication & Language | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time | Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” | Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary | What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives | Tell me why! Using language well Ask’s how and why questions… Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. | Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story | Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. |
| Personal, social and emotional development | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life | | | | | |
|  | New Beginnings  See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines  Supporting children to build relationships Dreams and Goals | Getting on and falling out.  How to deal with anger  Emotions  Self - Confidence Build constructive and respectful relationships.  Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. | Good to be me Feelings  Learning about qualities and differences Celebrating differences  Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios | Relationships  What makes a good friend?  Healthy me  Random acts of Kindness  Looking after pets Looking After our Planet  Give children strategies for staying calm in the face of frustration.  Talk them through why we take turns, wait politely, tidy up after ourselves and so on | Looking after others Friendships  Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. | Taking part in sports day - Winning and losing  Changing me  Look how far I've come!  Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. |
| Physical development | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | | |
| Fine motor | Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush beyond whole hand grasp  Pencil Grip | Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly  Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Holding Small Items / Button Clothing / Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross | Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square  Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego |
| Gross motor | Cooperation games i.e. parachute games. Climbing – outdoor equipment  Different ways of moving to be explored with children  Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. | Ball skills- throwing and catching.  Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music  Gymnastics / Balance | Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day.  Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music | Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.  Gymnastics / Balance |
| Literacy | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | |
|  | Joining in with rhymes and showing an interest in stories with repeated refrains.  Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books | Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read | Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events | Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters | Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. |
| Writing | Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! | Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for wrapping presents. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence | Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. | Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences | Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems | Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E. |
| Maths | White Rose  Getting to know you.  Just like me! | White Rose  It’s me 1,2,3!  Light and Dark. | White Rose  Alive in 5!  Growing 6, 7, 8 | White Rose  Building 9 and 10  Consolidation | White Rose  To 20 and beyond.  First, then and now. | White Rose  Find my pattern.  On the move. |
| Understanding the world | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | |
|  | Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.  Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.  Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. | Photos of their family; naming who they can see and of what relation they are to them.  Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.  Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. o Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.  Can talk about what they have done with their families during Christmas’ in the past.  Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.  Share different cultures versions of famous fairy tales.  To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. | Use Handa’s Surprise to explore a different country.  Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.  Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language.  Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes.  Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America.  Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.  Can children differentiate between land and water.  Take children to places of worship and places of local importance to the community. | Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm.  Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.  Nocturnal Animals Making sense of different environments and habitats  Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.  After close observation, draw pictures of the natural world, including animals and plants | Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.  Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons,  Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.  Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.  Look for children incorporating their understanding of the seasons and weather in their play.  Use the BeeBots | To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.  Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / nonmetallic objects Seasides long ago – Magic Grandad  Share non-fiction texts that offer an insight into contrasting environments.  Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |
|  | Rosh Hashanah Yom Kippur Sukkot All Saints Day | Diwali  Hannukah  Christmas | Epiphany Ash Wednesday / Shrove Tuesday St David’s Day Shivaratri | Holi Palm Sunday Passover Easter Start of Ramadan | Eid  Shavuot | Summer Solstice |
| Expressive arts and design | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |
|  | Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks. | Use different textures and materials to make bonfire pictures and fireworks displays. Create wrapping paper. Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party’s and Celebrations Role Play of The Nativity | Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with. | Rousseau’s Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.  Mother’s Day cards  Easter cards | Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination | Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father’s Day Crafts |